

SESSION 3: WHERE IN THE WORLD

Session Time: 45 minutes

Objective:

- Students will learn about the country where their family member is temporarily living.
- Students will teach each other in an interactive game.
- Students will feel more connected to their deployed family member by learning about his or her surrounding environment.

Materials:

- Where in the World? worksheet
- Map of the world or globe
- Computers for each student or books/encyclopedias about the countries where each child's family member is located. If family members are in an area that cannot be disclosed, have the students find information about the main country in the war or the general area
- Two Truths and a Lie worksheet (see p. 20)
- Writing utensil

Activity:

- Begin the group by asking students what they know about different countries in the world. What does it mean to have different cultures? What do you already know about other countries?
- Explain to the students that the place where their family member is living and working temporarily is different than the United States. Ask them if they know anything about the country. Use the map or globe to show students where the different countries are in relation to the United States.
- Hand out the Where in the World? worksheet. Have the students look up the information on computers or by looking through books/encyclopedias. Basic questions are listed to help them begin their search. Encourage them to find as many interesting facts as possible. The next activity will require a lot of facts.
- Once students finish working on the worksheet, have them come together into a circle.

- Explain the next game, Two Truths and a Lie. Each student will have a chance to lead the game. Hand out the Two Truths and a Lie worksheet and give students time to fill out the information. Using the fact sheets, each student will write two true things they learned about the country where their family member is living. The trick is that they will also write one lie — something that isn't true about the country. Make sure they know they should read them in a random order. This activity will provide a fun way to learn facts about the countries the students researched.

Process:

- Ask students to share the most interesting fact they heard in group.
- Go over the main questions on the Where in the World? worksheet. Make connections between students.
- Ask how their family members' temporary living situation is different than the United States.
- Ask what they learned about different cultures in group today.
- Ask if they feel like they understand more about where your family member is as a result of this group.

Homework:

- Journal: Be an artist. Draw a picture of the country's flag and a picture of the country in your journal. Make sure to write about what you learned about the country where your family member is temporarily living.

Where in the World?



Find out information about where your family member is temporarily living. Use the Internet, encyclopedias or other books to find out information to help you understand where in the world your family member is living.

- In what country is he/she temporarily living? _____
- What is the country's capital? _____
- What is the country's main language? _____
- Is the weather hot or cold? _____
- What types of food do they eat? _____
- What is the population? _____
- In the space below or on the back of this worksheet, write down as many interesting facts as you can find about the country. Head's up – We'll be playing a game, and the more facts you have, the better.

Helpful Web sites to research countries:

www.weather.com
www.worldatmanaforkids.com/explore/nations.html
cyberschoolbus.wi.org/information/index.asp
<http://geography.about.com/library/blank/blkindex.htm>
<http://worldfacts.us/>
<http://lacademickids.com/encyclopedia/index.htm>
www.encyclopedia.com
www.deploymentkids.com

Questions reprinted from: Military Student's Trip Ticket About Deployment
www.militarystudent.org/kt2images/upload/TripTicketAges11-12.pdf

Two Truths and a Lie

YES**YES****NO****YES****YES****NO****YES****YES****NO**

SESSION 4: FEELINGS

ELEMENTARY

Session Time: 45 minutes

Objectives:

- Students will learn to understand their positive and negative feelings, both in general and in regard to deployment.
- Students will brainstorm different solutions to deal with their feelings and form connections with other students based on these feelings.

Materials:

- Feelings cube (see p 23). Note: The school counselor needs to make this ahead of time. Also, it works best on heavier paper.
- Feelings crossword or Feelings “Sea Sick” word Scramble (see pp. 24-25)
- Writing utensil
- Crayons/colored pencils

Activity:

- Begin by discussing feelings in general. Talk about the difference between positive and negative feelings. Make a list of positive feelings and negative feelings on a visible wipe-off board or large piece of paper taped to the wall. It is important for students to realize that it is fine to have both positive and negative feelings, but it is necessary to know how to cope with the negative feelings in a healthy way.

General Feelings:

- Ask students to take turns rolling the feelings dice. Once the student has rolled the dice, he/she says whether it is a positive or negative feeling.
- Ask the student to share a time when he/she felt the emotion on the face-up side of the dice. Did he/she talk to anyone about this feeling? Help students to connect emotions with behaviors, thoughts, etc. Each student should get two or three turns, depending on time.

- Make connections throughout the activity. Try to get students to open up and talk about different feelings in general.

Feelings About Deployment:

- After the feelings dice activity, pass out the feelings crossword that deals more specifically with feelings concerning deployed family members.
- Give students time to complete the crossword puzzle. Make sure students understand the directions – To circle all of the feeling words and to color in those words they are feeling regarding their deployed family member.

OR

- Alternate activity: Feelings “Sea Sick” handout
- Give students time to unscramble the feeling words. Make sure students understand the directions. Once they have unscrambled the words, ask them to color in the arrows of the emotions they feel.

Process:

- Ask students to share their feelings from either the crossword or word scramble. Encourage students to explore different feelings.
- As before, try to make connections between group members to create a supportive environment where the group members feel comfortable sharing.
- After students share a feeling, ask others to volunteer ideas for what they do to express their feelings. Are there feelings they have that are not listed on the crossword or word scramble? Make sure all students who want to are allowed to share. Make a list as a group so the list of feelings is visible to all. In one column, write the feelings. In the next column, brainstorm what to do if you are feeling worried, grouchy, happy, etc.
- Use this time to really allow the group members to open up about how they are feeling. Brainstorm solutions to the way they are feeling, while also making sure they know they are entitled to feel upset sometimes. How can they turn negative feelings into positive feelings?

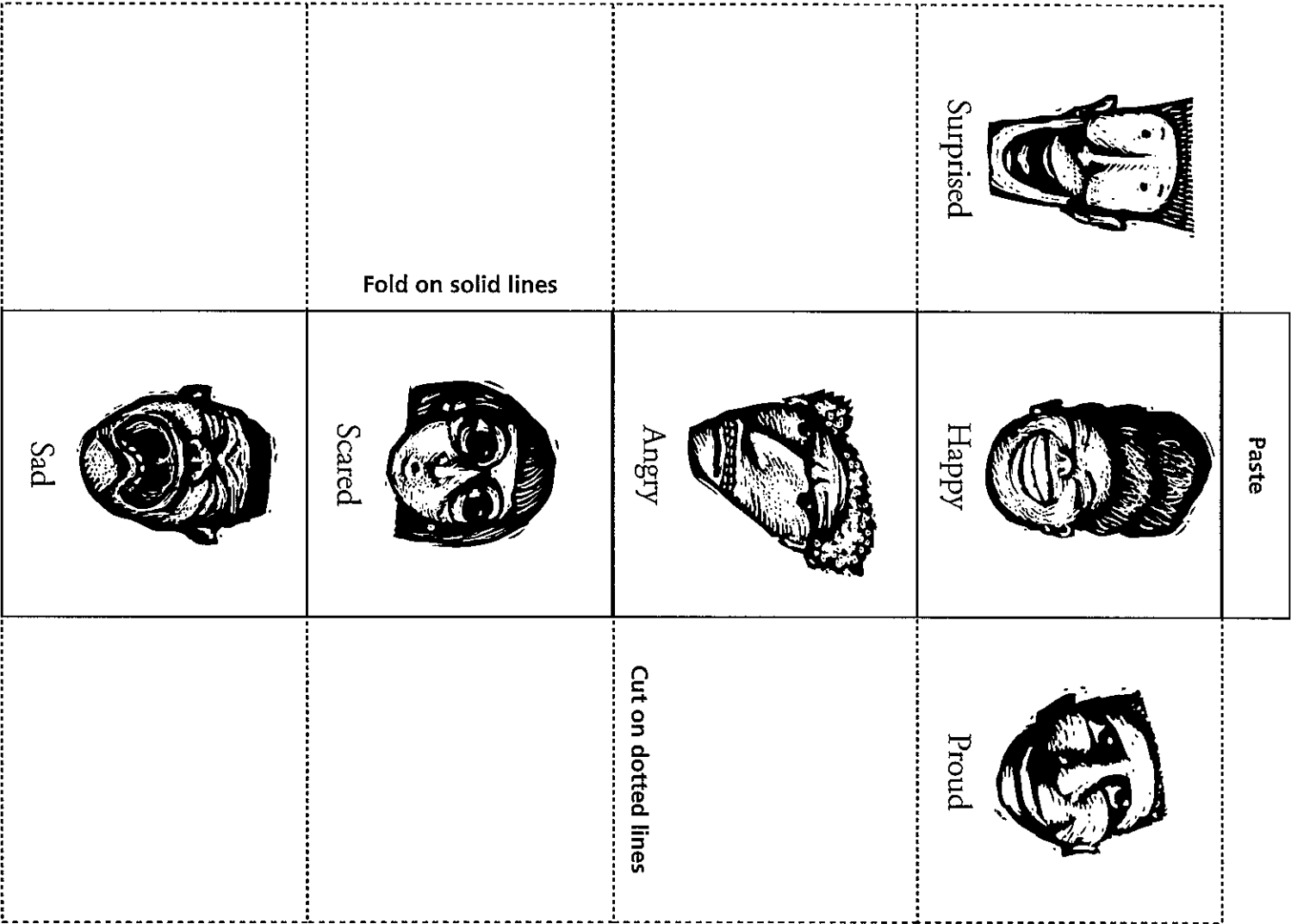
Evaluation:

- Ask students for examples of positive and negative feelings.
- Ask students to share one of their feelings regarding deployment and how they are going to cope with this feeling.
- If there is time, ask students to share a feeling that the person to their right shared. How can this person overcome this feeling?

Homework:

- Journal: Write in your journal about your feelings regarding your family member being deployed. Keep in mind that it isn't easy for anyone to deal with a parent being deployed. You are entitled to your feelings. Try to talk about your positive and negative feelings. If you do not feel like writing, draw a picture to express your feelings.

Feelings Cube



Feelings Crossword Puzzle

It is normal to have lots of different feelings when your family member goes away to war. Find some common feelings that you may experience in this crossword puzzle. Circle the feeling words. Color in the circles around the words that *YOU* feel today.

A	R	Y	M	K	R	F	G	D	I	H	A	P	P	Y
C	N	S	A	D	Z	E	A	Y	H	J	W	Q	P	L
U	I	X	S	A	O	M	N	D	P	R	O	U	D	T
W	Q	K	I	S	G	Y	G	R	C	V	F	U	E	W
B	C	X	R	O	P	K	R	Y	X	N	H	Q	D	J
S	S	A	P	W	U	Y	Y	D	L	S	G	U	S	P
A	T	G	F	I	V	S	M	W	O	R	R	I	E	D
E	X	R	N	D	K	F	A	I	N	W	O	P	B	S
U	N	J	K	I	O	W	M	R	E	S	U	X	B	I
W	F	K	A	N	Q	Y	A	S	L	P	C	X	N	Y
V	A	N	M	S	G	Z	D	I	Y	O	H	G	H	U
C	T	Y	K	D	F	E	X	L	J	B	Y	N	K	R
P	O	K	S	N	B	W	M	N	O	T	W	A	K	Q
E	C	O	N	F	U	S	E	D	N	C	H	I	O	P
W	N	B	R	O	F	R	U	S	T	R	A	T	E	D

Proud

Worried

Grouchy

Frustrated

Strange

Mad

Sad

Unhappy

Angry

Lonely

Confused

Anxious

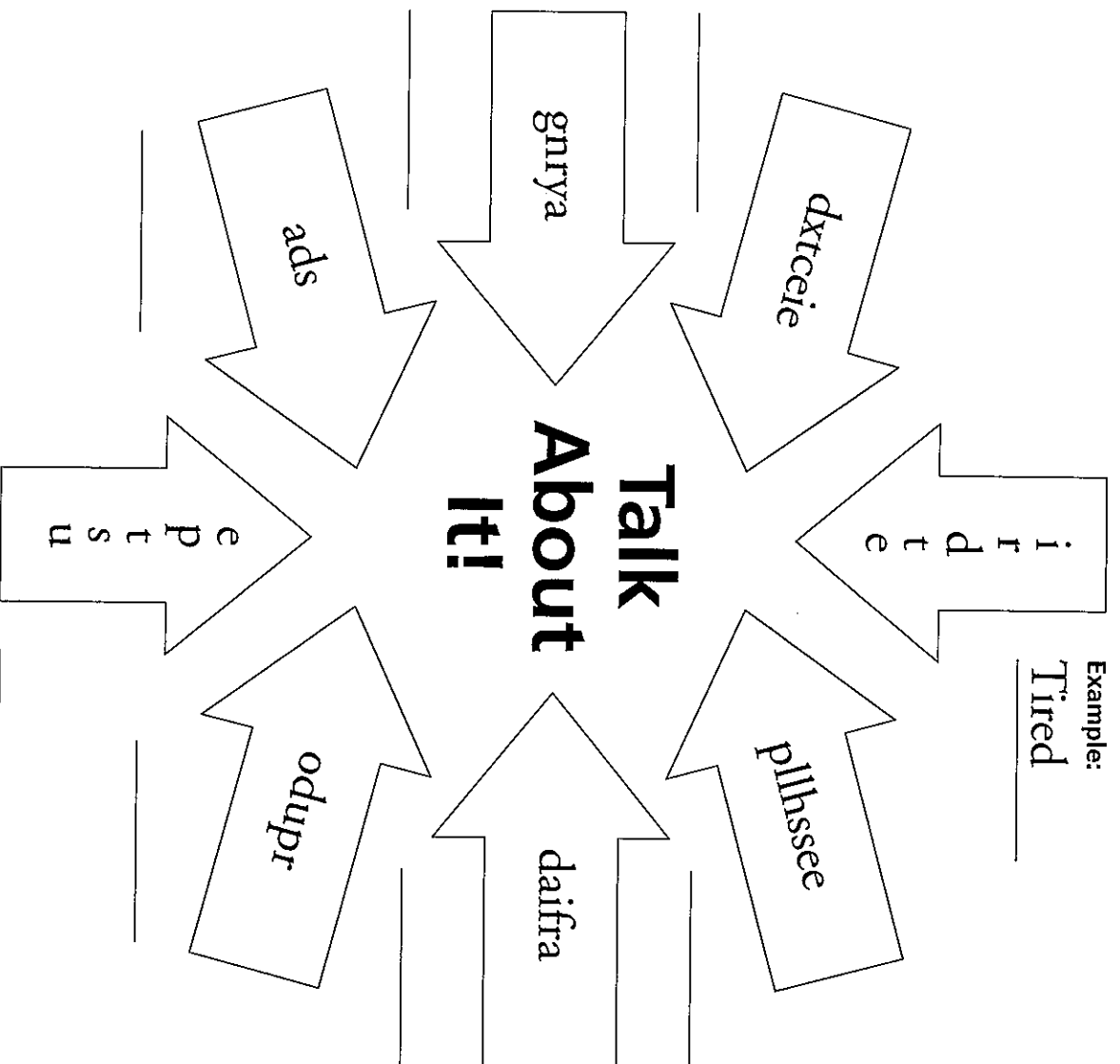
What feeling words would you add? _____

Adapted from: Lees, N. & Varcoe, K. (2002). *Army kids fun activity book: Deployment activities for kids*. University of California: Operation Ready.

Sea Sick Word Scramble

It is important to be aware of your feelings and be willing to share your feelings while your parent is away. If you don't talk about the thoughts and feelings that you are experiencing, you may feel like things are scrambled on the inside.

Directions: UNSCRAMBLE the examples of different types of emotions you may have when your parent has military duties and write your answer on the line by the arrow.



"Sea Sick" Word Scramble reprinted from: Military Student's *Trip ticket about deployment*, [www.militarystudent.org/k12images/upload/TripTicketAges11-12.pdf](http://www.militarystudent.org/k12/images/upload/TripTicketAges11-12.pdf)

Sea Sick Answer Key

